

ISSUES & EVENTS

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The industries in the north are largely capital-intensive and therefore do not employ many of the native people. And the people that they do employ are at such a high technologically skilled level that most of them are imported from the south.

The other danger, is that the industries endanger the fish and game which in some areas the Eskimos and Indians still depend on. For example, on Banks Island, where despite assurances given the hunters there, the industries have gone ahead with the result that there has been a decline in certain amounts of game. In this case, blasting operations have changed the route of certain types of migratory game.

When mineral exploration camps are set up, whether they develop into towns of real production or not, they lure native people who hope that they will achieve some kind of better living. The jobs turn out to be few and the only ones available are unskilled ones - they may sweep floors in the mess hall and do other kinds of menial work.

And when production really begins in these camps, the skilled workers are imported from the south and the Eskimos who may have worked at prospecting and finding some of the minerals, are told 'well, thank you very much, now you can go back to whatever you were doing before'.

This disrupts the Eskimo's way of life. Because if he leaves the land and the natural economy to work in these kinds of developments for very long, it's very difficult for him to get back to it. So the way the Canadian government (and industry) sees northern development is not likely to do the native population any social or economic good and will probably do them a lot of harm.

At the same time, it's not easy to provide the answer to what good development should be. Some suggest that however it's done, it is going to cost a lot of money. Now it costs a lot of money to keep Eskimos on welfare. And this destroys their self-respect and keeps them in a kind of idleness; it develops a welfare mentality. So, some suggest that the government set up light industries that would serve the local economy and be meaningful and useful work even if the industries ran at a deficit.

There are very few areas left where the native population lives off hunting and fishing. In the settlements, it's a mixture of subsistence hunting and fishing plus cash income from trapping and selling furs. But the fur market has declined terribly in the last 20 or 30 years because of the introduction of artificial materials.

In the towns like Inuvik and Frobisher Bay, there are some Eskimos working in service industries and government (in the Department of Transport and on the Dew Line) but again, largely in menial jobs. In many areas unemployment is as high as 80 per cent. There are even families who have been on welfare for two generations.

The Eskimo

Northern Development has meant less hunting, high unemployment and cultural schizophrenia for him.

Anthropologist Charles Brant suggests we follow Greenland's lead.



As far as the government and the industries talk about northern development, it seems that they are only interested primarily in extractive industries for which, of course, there is an export market but none of this does much good for the people up there.

The Eskimos, it seems to me, are in what I call a cultural no man's land. They have been to school but most of what they have learned is appropriate to society outside the Arctic. So the kid comes out of school facing slim chances of doing anything with what he has learned. The choice is to go back to the land to do what his parents have done. But this presents a conflict for him because

the school has, in a way, brainwashed him: he loses any skills he ever had or any respect he had for traditional ways.

Now, the education authorities are experimenting and are introducing some native things in the curriculum with the idea that this gives the Eskimos some choice in what they're going to do - teaching traditional household skills and food preparation and trapping and hunting instruction. Some of the Eskimos now don't know anything about this anymore. But all this has barely begun and is still experimental. It's too early to say what things will turn out to be.



The contrast to all this is to be seen in Greenland where the emphasis has been on the continuity of the old way of life. They reflect this in the curriculum by running the school in both languages (Eskimo and Danish). They try to develop a program whereby kids will come out with a knowledge of western skills but with a healthy respect for their own traditions and some kind of option with these two ways of life.

There is no illiteracy in Greenland. The people can read and write one of the two languages. The Danes have a different approach. Denmark has a mixed half-socialist, half-capitalist society, so they pour a lot of money into cultural and educational programs. For example, they have a broadcasting system in the local language, they have a bilingual newspaper and there is active encouragement of writers and artists.

All prices are subsidized so that goods in Greenland cost roughly what they do in Denmark. The retail and wholesale is largely in the hands of a crown corporation (The Royal Greenland Trading Department) unlike the Hudson's Bay Company private enterprise system. Only lately have the Danes allowed a little private enterprise to develop but even here, they are very careful about issuing licences.

As a result incomes and prices are more in line than they are in Canada.

This is not to say there aren't problems there; one major concern is a burgeoning birth rate. There are now roughly 35,000 Eskimos out of a total 40,000 in Greenland as opposed to about 13,000 Eskimos in the Canadian Arctic.

Greenland has the advantage in that a good part of the west coast has open ports and they don't have the iced-in ports and transportation difficulties that we have in the Canadian Arctic where there may only be a six week shipping season in many places. So the logistics of the whole thing are easier over there.

One of the things about the American approach in Alaska is that the government is apparently willing to entertain claims about land rights and make a settlement with the Eskimos. As far as I can see, there's been no willingness on the part of the Canadian government to entertain these claims. There is an organization called COPE (Committee on Original Peoples' Entitlement) which is pressing for some consideration of land claims.

The American government seems to have a much more open attitude toward this than Canada has shown so far. I remember when the Alberta Indian Association, early in the Trudeau administration, brought up this whole question of aboriginal rights and Trudeau said quite flatly that the idea of aboriginal rights was something the government couldn't pay any attention to because, in his view, there cannot be treaties between one sector of society and another. His feeling was that we're all Canadians and we don't have treaties with each other.

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Briefs welcomed by evaluation study force



A task force was recently set up by University Council to investigate existing methods of evaluation of learning (i.e. grading systems and the bases for their use) and teaching (e.g. course guides and other instruction-evaluation operations) at the collegial and undergraduate levels, and to suggest changes which might be appropriate. Members of the task force, in addition to the undersigned, are Asst. Prof. N. Taylor, Dept. of Psychology and Mr. K. Hersh, graduate student.

One of the first jobs of the task force is obviously to be aware of all relevant studies conducted in the University, as well as to attempt to cover documentation from sources outside the University. Other appropriate procedures now being examined include an analysis of the manner in which the present "official" system is used, an invitation to individual faculty members and other members of the University community to present briefs on either or both types of evaluation, an in-depth survey of procedures conducted in a sample of selected departments or other administrative units, consultation with interested groups and individuals in the University, etc.

In connection with the first of these tasks, we would be grateful if you could

let us have copies of any studies in the area of evaluation of learning and teaching carried out within your jurisdiction. We should also be glad to have any information that department chairmen may choose to give on the following topics:

1. Evaluation of Learning:

- How far does the department chairman exercise control over evaluation and grading procedures used in the department?
- Are there special evaluation problems related to the nature of the discipline?
- Are there any experimental courses in which the teaching format might affect the evaluation system?
- Are there any courses in which an attempt has been made to use (and evaluate) an alternative evaluation system, or modifications of the existing system (e.g. eliminating failures, etc.)?
- Are there any members of the department who have been or are currently associated with such experiments or who are known to be keenly interested in methods of evaluation?
- Has the department discussed alternative grading systems?
- Have any special evaluation forms been devised? (If so, the Task Force would be happy to see copies.)

2. Evaluation of Instruction:

- How does the department currently assess instructional competence? Has use been made of the various "course guides", etc. which have appeared in the past?
- Has the department ever used its own independent questionnaire to obtain evaluation of instruction? (If so, please supply copies, with indication as to the extent to which it has been used, for what purposes (e.g. feedback to instructor, criteria in promotion, etc.) and with what effect.)

You will, of course, be invited, through a general letter to be sent to all full-time faculty and other interested individuals, to make a personal submission should you so desire.

We should be grateful if you could let us have this material by February 4, 1972, if possible, and if you have more than one copy, it would be helpful to have three copies.

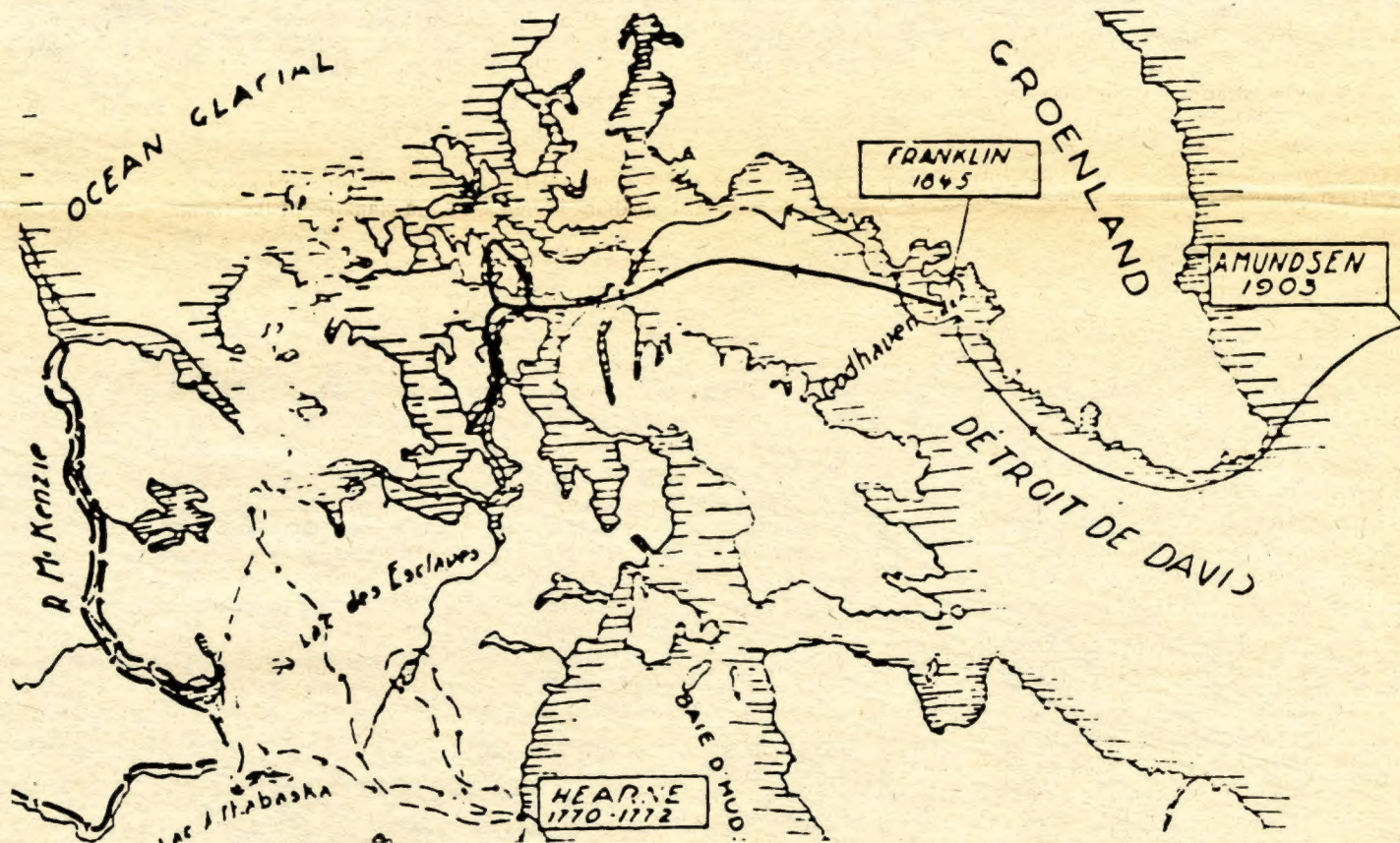
James H. Whitelaw
Chairman
Committee on Evaluation

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We don't seem to be able to look at this as the way it was when the Indians tribes regarded themselves as sovereign nations who have had their lands occupied and taken away by the emerging Canadian and American nations.

Up until the early '50's, Greenland was a colony of Denmark, run by a colonial administration which then changed to becoming an actual county of Denmark. This means, there is a much greater degree of self-government in Greenland than there is in Arctic Canada. The Greenland Council is 100 per cent elected - as opposed to the Territorial Council in Canada which has a majority of elected members but also appointed officials. The Greenlanders elect their own people to the council and do not elect (as the appointed officials in Canada) prestigious white traders. They elect their own Governor; they're generally speaking much more politically advanced.

Even the minister for Greenland Affairs in the Danish Cabinet in Copenhagen is an Eskimo. It would be as if (Northern Affairs minister) Jean Chrétien was an Eskimo. But in Greenland, there are people of that calibre and political ability, because they are much more expressive in political affairs.



What disturbs me most about the Canadian north is that the kids are growing up in a kind of schizophrenic cultural environment. They don't know what they are and don't know what they want to be; they have no respect for traditional Eskimo values; they uncritically admire everything that is white. And the white models that live in the Arctic are not the best models to emulate, it seems to me.

The other thing is the complete or tremendous apathy about the people of the north on the part of the great majority of the Canadian population. This again is in contrast to Greenland where the people of Denmark are very aware of what's going on. There is not a week that passes where there isn't both news from Greenland and also a good deal of editorial comment and rowing about the latest development of Greenland policy.

There is a strong feeling of humane obligation among the Danes to do the right thing where Greenland is concerned. I don't know why this is - maybe it's a feeling of guilt for having once been a colonial power.

But here, I have the feeling that what the average Canadian feels about the occasional thing that Boyce Richardson writes (in the *Montreal Star*) is a sense of 'what the hell - it's got to make money or we're not interested'.

This seems very shortsighted. If all the money currently being used for welfare was used in providing meaningful work that would restore the Eskimos' self-respect, it would be much better spent.

The Danes get a big deficit out of Greenland and they are concerned about this

in official circles and they are taking some measures to develop fishing with the hope that these exports might reduce the deficit somewhat. But they never dream of breaking even, let alone make a profit.

In 1965, I had an interview with the then Governor of Greenland and he told me "Now, I know you're from Canada and I know what your outlook is but I want to make something clear right away: that any measures concerning breaking even or making money are simply not in our whole philosophy. Our concern is first social development; if we can in the process reduce the cost, we'll be happy but that isn't our aim here".

It comes down to two very different philosophies.

The above was transcribed from a taped interview.

The true north not so strong and free

The commission to study university research last week refused to hear a Carleton professor's brief criticizing both the commission and its sponsor, the Association of Universities and Colleges of Canada for neglecting national aspects of research, curriculum and hiring practices.

English professor Robin Mathews had called the Commission to Study the Rationalization of University Research "a body of irresponsible, even decadent elitists" in his brief. Robert Stewart, commission executive assistant, told the Ottawa Journal that the brief was to be a "staged circus" and the manner of presentation was "distasteful".

Mathews had intended to present his brief on behalf of the National Canadianization Committee, a loose organization of professors and students formed to promote national interests in Canadian universities. Sir George members include Henry Beissel, Michael Gnarski and Gerald Auchinachie.

Mathews claimed he had submitted his brief two weeks prior to the hearing, in accordance with commission procedures. Moments before he was to speak, however, commissioner Alexander Corry told him he would have to retract certain statements. Mathews steadfastly rejected these conditions.

In the following edited transcription, Robin Mathews gives his own ideas on why he was refused and talks about the brief which he still hopes will have some influence on the commission's final report.

— Don Worrall

Why was your brief refused?

It was refused because I speak very strongly about the failure of the AUCC to deal with primary needs in Canadian information and research. The AUCC announced on February 4, 1969 that it was going to do a \$50,000 research study on Canadian relevance right across the university system. Since 1969 it has announced that research about every six months, and it has not yet done it.

I said that a person wanting to present a serious brief on the problems of research on Canadian material was hamstrung because the AUCC's own announced survey has never been done.

They had a meeting in November, 1971, and they re-announced that study. But they have done that four times. Are they going to do it, who knows? But in the conditions that we now labour under, where there are not nearly enough courses in Canadian universities about Canadian literature, history, the humanities and social sciences, all the things that study announced in 1969 would have been of enormous help. If anyone tells me that the AUCC couldn't get \$50,000 I don't believe it.

I also said they discussed nothing of significance to Canadian survival and self-determination. I wrote a letter to them before the meeting asking why they weren't talking about employment for students. They wrote back saying they talked about that last year.

They met for four days — didn't talk about French in anglophone universities, teaching of Quebec, employment for graduate students, personnel problems in relation to the increasing number of foreign faculty in Canada. On the last day of the cocktail party, which cost between \$130 — 200,000, they passed a motion in the last plenary meeting to make no resolutions and went home.

I said that I thought the AUCC is assisting the American take-over of Canada, by sins of omission as well as by sins of commission. The AUCC should have been on the front line of Quebec knowledge in Anglophone Canada, it should have been on the front line of making sure that Canadians are brought forward (in the university system). But it has done everything in the back room to have nothing done. So I said the commission itself was very questionable.

I suspect there were some things in my brief that were unanswerable and which they did not want to talk about at all. The point I made in my brief which I am sure a lot of people didn't make, is that unless the undergrad-

uate curriculum takes serious cognizance of the Canadian fact, you will not get applications to NRC and the Council to do mature scholarship in Canadian work. If you have 25 universities with only a half, or one course in Canadian literature in the undergraduate school, you cannot have the students do a level of graduate work that is good enough. When they (the commission) talk about the rationalization of research, they are thinking about the people at the highest level; but unless they address the (undergraduate) curriculum, they can go on talking about the people at the highest level for ever, but they will never be there.

This is one of the first commissions that has dared to say we are concerned with research in Canada in relation to national and regional need. They know that they cannot talk about international scholarship and get away with it. Canadians do not need the plankton of the Indian Ocean researched; they do need the black fly in the Arctic researched. So they are asking scholars to come forward and say how we can direct our energies to Canadian studies without being parochial and provincial. But they're doing it in an utterly tepid way. You get a mass of scholars coming before this commission who don't know anything about Canada, who, even if they are Canadian, have been trained outside of Canada.

You said that you called for a moratorium on the hiring of foreign faculty and accepting of foreign graduates. How far would you like to see this go?

We (the national Canadianization committee) don't believe that we should instruct governments about exactly what to do. We resolved that there should be a moratorium on the hiring of all non-Canadians and the admission of all non-Canadian graduates until the education ministers of the country have met and decided on a national policy about personnel and curriculum in Canadian education. Then if they want 65 or 75% Canadians in every department, it's up to them and their advisors.

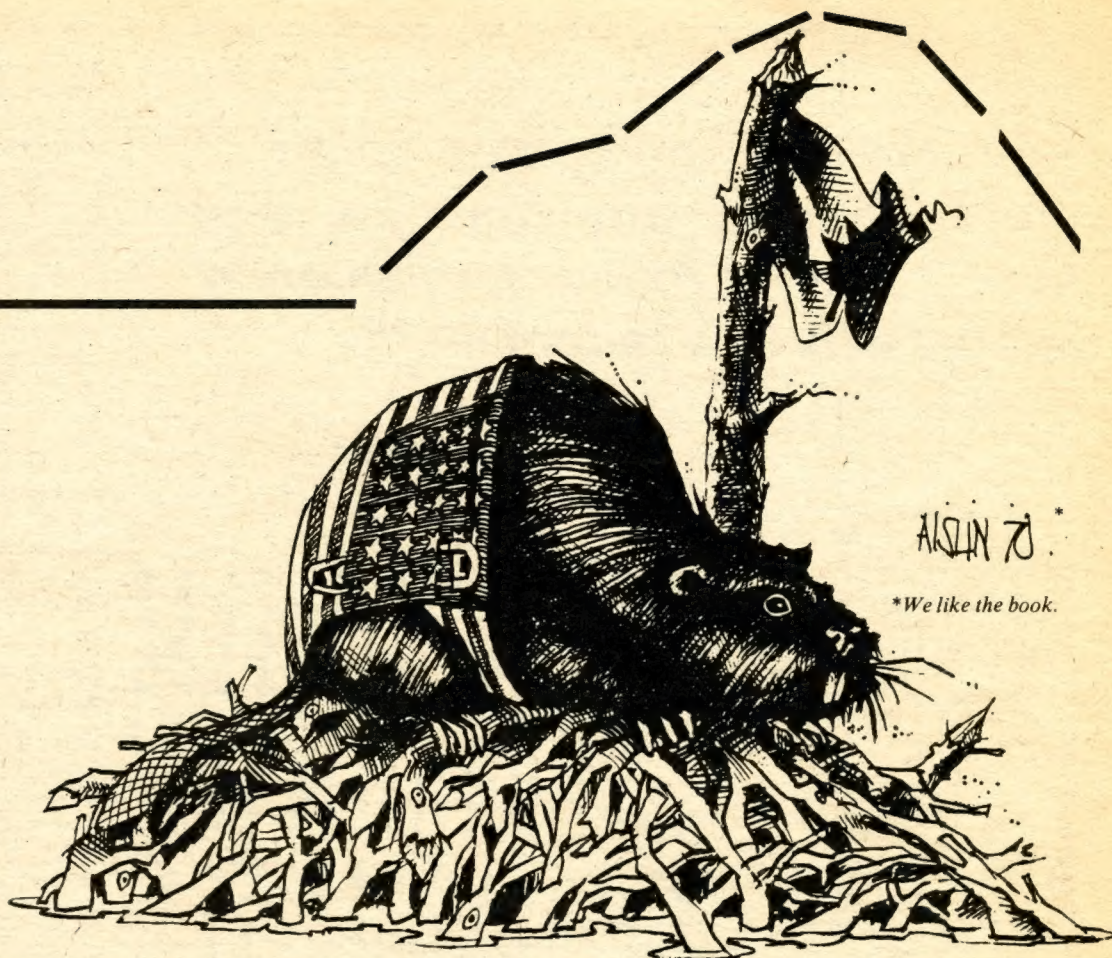
No one in my group has ever advocated totally Canadian universities; we want Canadians to make the policy.

One of the reasons we say this about the graduate students is that 50% of the full-time PhD students are non-Canadians. Science Council released statistics showing 80% of all post-doctoral fellows in Canada are non-Canadian. So 80% of the people lining up for the major science jobs in this country right now are non-Canadian. That has got to stop, because you will have people who are totally unfamiliar with the country, running the country. And you will have Canadians of great potential having no place to go.

Right now, the Canadian personnel needs have no relation to what we are producing. Nobody has planned anything. These are the things AUCC should be making strong recommendations about. They are afraid of offending someone, so they won't say anything.

What is preventing Canadians from getting into graduate schools?

It may have been their marks fifteen years ago but it certainly isn't the case now. There are a number of psychological things. Canadians know more and more



that there is no planning, no guarantee that they'll get a job, and many are dropping out. There very often is a preference on hiring committees for non-Canadians. The Brits and the Yanks very often prefer Brits and Yanks, respectively. In 1968, *Chemistry in Canada* announced that the Canadian system is now producing enough chemists at high levels to fill all the university and industrial needs. Nonetheless, and I think it's still the case, 50% of the chemists hired in Canada at a high level are largely British and some Americans.

Partly we have failed to rationalize studies. A psychologist told me that there are six graduate schools doing the same kind of study. This is what I mean by the ministers meeting. They should allocate studies among the universities. Then, when a Canadian student wants to do graduate work, he can go to an excellent school doing the kind of work he chooses, and then get hired. Instead, every university was building its own empire without regard to the province, never mind the country; you would have six universities to do, say, clinical psych and none to do behavior. So they would have to go to the States.

You have said that we need Canadians teaching Canadian literature, history and virtually all the social sciences because they are familiar with the community. By the same argument, should you not have Americans teaching U.S. history, etc.?

I would disagree. I think you should have access to Brits who teach British history, but every community sees the history of the world through its own eyes.

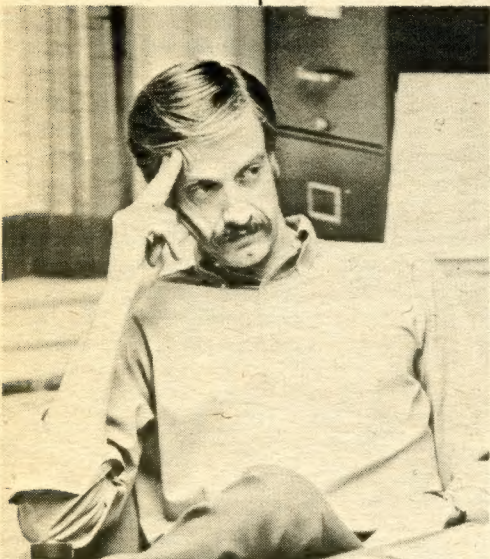
How would an American teach U.S. history, how would a Vietnamese, a Canadian etc. This is the search for knowledge and out of all those contending views you get a sense of what American history is. But if you import Americans to teach their history then what we get is what we think is American propaganda. It's the same thing with British history.

One of the reasons that we have had such a fight (and I say this with respect to my foreign colleagues) to bring in a reasonable amount of Canadian material is because many of them have never studied it, think it's second rate and laugh when it's brought up in meetings. In our own department, when we were expanding Canadian literature, someone said: 'is there enough literature to expand about?' I stood up and said: 'will everyone in this room who thinks we shouldn't expand, ask himself if he has read the material he is saying we should not teach'. It went through unanimously, because the people knew they were talking out of sublime ignorance.

What suggestions do you have for students who sympathize with the cause?

I gave a speech at McGill a couple of years ago to what was called "a radical sociology seminar". I said: "here are 12 sociology courses about Canada; go to your dean with these courses and tell him that if you don't have them by next September you will close down the sociology department; that would be radical sociology". They didn't understand what I was talking about.

How did the computer affair affect faculty? Joe Smucker and John Jackson found ambivalence and tell why in a recent study.



Joe Smucker

A study entitled "The University Amidst Conflict and Change: Faculty Response to Student Unrest" has recently been completed by sociologists Joseph Smucker and John Jackson (assisted by Richard McDonald and Anton Zijderfeld). With grants from the Canada Council and SGWU's committee on Aid for Scholarly Activity, they tackled the question "What effects did a series of conflicts between students and the administration have upon faculty members?". Using the progressive stages of the 1968-69 computer crisis as a basis, they conducted interviews with two groups of faculty: faculty who were involved in some way in the crisis and a group chosen at random from among the remaining faculty. Excerpted below are some of their findings and implications of the research.

Causes of Unrest and Solutions Offered for Future

"The respondents in both groups, while viewing themselves and their colleagues as culpable in contributing to the causes and the continuation of the unrest, tended to emphasize the primary responsibility of the administration in this matter. The chief causes of the unrest were attributed to the failure to maintain channels of communication, and to insensitivity to the issues and to the implications of the student demands. The meaning of these responses, however, was never made entirely clear. It appears that most of the respondents implicitly held to the idea that communication, awareness and sensitivity themselves can either prevent, or else contain unrest in the university. Very few respondents suggested the possibility that conflict situations can arise for which no amount of communication and sensitivity could solve without a comprehensive restructuring of the university.

"The solutions proposed for future crises were consistent with the perceived causes. The proposed solutions consisted primarily of the need for more clearly defined organizational rules and procedures while maintaining a flexible stance during periods of crisis. Further, most respondents argued not for the alteration of the organizational structure of the university, but for the necessity to eliminate the former mode of operations. These procedures were faulted for being too informal with little public knowledge of the issues or the procedures.

"These findings suggest that those respondents in the involved group differed very little in their perceptions from those in the random sample. . . This suggests that being involved has little effect upon the perceptions of causes of the unrest and solutions for future crises."

Impact of Unrest

"... people tend to adhere to familiar symbols, within the specific context of the university. Adherence to these symbols, we believe, is a function of fractionated role commitments. In the general case, this takes the ideological form of commitment to 'academic liberalism'. (It should be clearly understood that we are not viewing fractionated role commitments as sufficient and necessary cause of 'academic liberalism'. Academic liberalism is a commitment in its own right. We are, however, viewing academic liberalism as a convenient ideological resolution to the strains of diverse role commitments. Similar reasons likely explain the almost fanatic support for 'academic freedom,' although it remains unclear just precisely what the term means for most faculty members.) In the specific case of the student

unrest, this commitment was expressed primarily through a stance of analytic neutrality. The most typical responses in this regard were those which emphasized 'better communications'.

"Two factors, however, played an important part in altering the tendency toward neutrality. The first of those was the continuing severity of the unrest. As the events unfolded, the number of respondents maintaining a 'neutral' position declined. But a more important factor appeared to be the degree to which respondents were more intensely committed to their various roles with subsequent increase in role conflict. This, we have argued, was the characteristic state of the respondents in the involved group. They, in contrast to respondents in the random sample, were more likely to be knowledgeable about the events; they were more likely to move toward 'positional' responses during the course of events; and they were more likely to report that they were involved in activities directly related to the incidents.

"Finally, it should be noted that reactions of the respondents were not in terms of the issues *per se*. Rather, their assessments and reactions were in response to the *tactics* employed by both parties in the dispute."

Effect of Unrest on Assessment

"If both the administrators and the student dissidents felt that they were gaining adherents or were at least forcing faculty members to take a stand on either side of the conflict, they were mistaken. While nearly half of all the respondents changed their assessments of the administration, only three persons became more positive toward it. As for assessment of the students, very little change occurred and of those who did change their assessments, only two became more positive. Further, many of the respondents tended to assess the students in a paternalistic manner. It was as if students were not to be held as accountable for their acts as the administration and faculty colleagues. Such an orientation is not likely to sit well with those students who demand to be recognized as responsible agents.

"In virtually no case were members of the administration held in high esteem, even by respondents who were supportive of them. The most positive statements made of the administrators were in the nature of quite average men performing well under the circumstances. Whether or not this would be a typical response of faculty members in other universities or whether this was unique to Sir George Williams University is difficult to ascertain.

"What most profoundly affected the respondents were the reaction of their colleagues. The period of crisis appeared to open up new vistas of information for them; in effect revealing unknown qualities about their peers. In many cases, the reactions of the respondents were highly critical of some of their colleagues.

"As a consequence of the unrest, respondents in the involved group appeared somewhat more likely to change their assessment than those in the random sample. Further, those without tenure in the involved group were even more likely to have changed their assessment. Conversely, except for assessments of faculty colleagues, respondents in the random sample who had tenure were least likely to report a change in their assessments.

"In considering the effects of academic discipline, the findings were less consistent. Within the involved group, how-

ever, the respondents from the sciences were least likely to report a change in their assessments of the administration, faculty, and students. It is likely that academic discipline is too generalized a variable to relate to the specific assessments under consideration. Tenure is a more narrowly defined variable, having direct consequences within the context of the university organization."

Perceptions of the Role of the University

"Individuals in this study were asked to respond to statements regarding the purpose of the university, the issue of political involvement by academics and universities as a whole, and threats to academic freedom.

"The findings revealed that the majority of respondents from both groups believed that the purpose of the university is to develop 'capable and cultivated human beings' rather than merely to 'teach the knowledge required to fit men for some special mode of gaining their livelihood'. Yet at the same time, they felt that 'the university has an obligation toward the society which supports it' and that 'it must meet the demand for better trained, more competent personnel'.

"Almost all of the respondents believed that the university must be 'preserved as an arena for dialogue among diverse points of view'. Fewer respondents agreed that 'academicians should no

study appear to be quite defensive about their occupation and the role of higher education. Whether or not the responses to these broad issues were a consequence of student unrest or whether they represent more stable orientations that preceded the crisis is hard to say. One thing is clear, however; that is that while academics may not be polarized in their alliances with students or administration, they are committed to the university as a viable, self-contained enterprise. Subsequently, they appear quite willing to defend its independence as they interpret it. How they would defend it in future crises is another question. Our previous analyses would indicate that their general role orientations prevent them from taking clearly defined stands—at least during the initial stages of a crisis."

Some Theoretical Implications

"...The assertion may be made that in Canadian society, there has been a transformation in its ideological orientations from elitism to egalitarianism. This, in turn, has resulted in pressures upon universities to move from serving a socially defined elite class to sorting out and developing from the general population functional elites—persons trained in professional expertise. At the same time, however, universities have attempted to preserve their autonomy from the larger society and to stress the inherent benefits of education. As a consequence, they have not only come to train functional elites, they have also attempted to

ses are common. Students often view these as inconsistent with the general philosophy of most universities.

"Conflicts which plague the universities can be seen as a consequence of many persons attempting to maintain its viability either through attempting to insure that its operations are consistent with a commonly held set of values and/or are consistent with the demands of other institutional sectors, such as government and industry. Administrators are sources of conflict if they attempt to make the university more consistent with the demands of other institutions. Faculty members are sources of conflict if they attempt to make their own careers consistent with the standards of recognition in their profession. Students are sources of conflict if they attempt to insure a high degree of consistency between their expectations of the university as a vehicle for social mobility or as a center for intellectual development or social criticism and its actual performance. The paradox is complete."

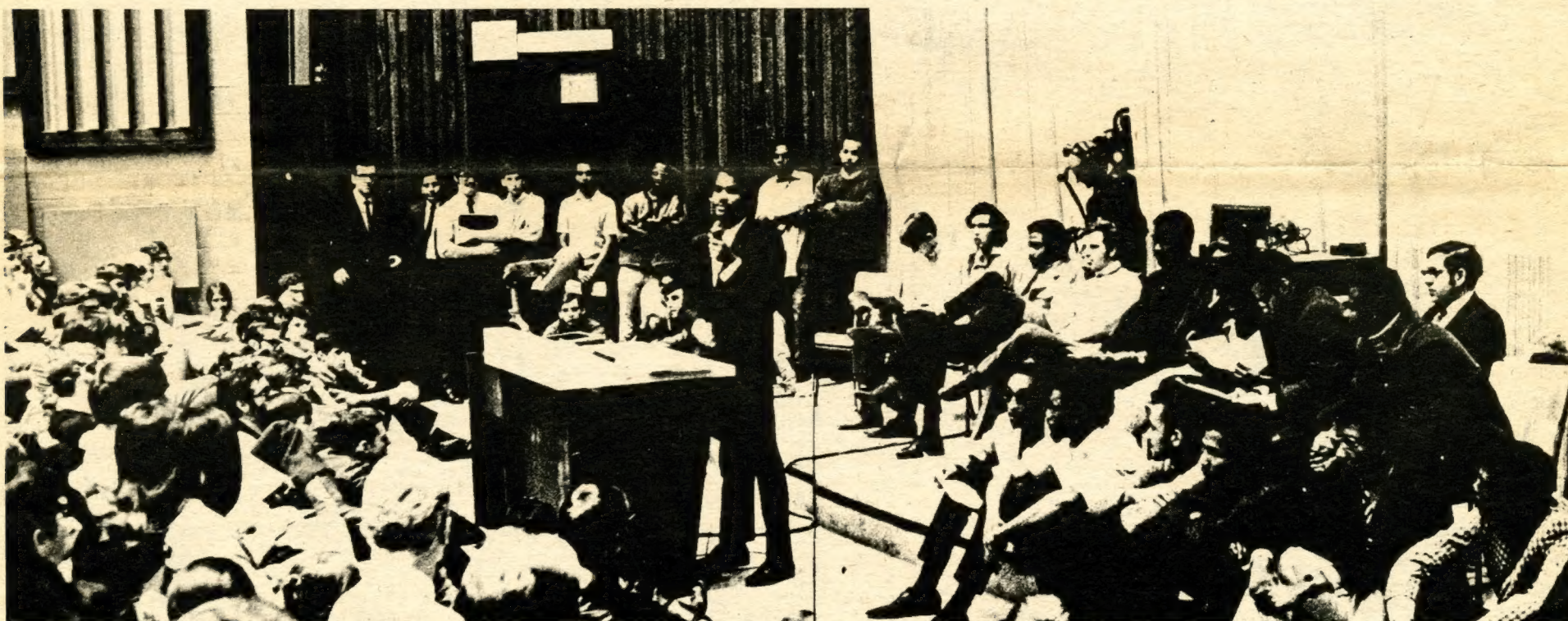
Some Implications for Social Practices

"...there is one key theme that remains predominant for parties in conflict within a relatively open society: How to marshal popular support for their positions?

"One lesson is clear from the results of this study. Popular support for either of the parties in conflict will not likely

is not, appeals can only be made to the tangible benefits of the results. . . During the earlier stages of the crisis, the respondents tended to support the right of the student complainants to at least be taken seriously in their charges. The administration was severely criticized for not handling the matter more competently. The imagery of the complainants was that they had been victimized. . . Later, however, a public vilification by the complainants of the Hearing Committee converted the administration . . . from an incompetent power wielder into a victim of the unscrupulous. For many faculty members, the legitimacy of the cause of the complainants was severely questioned. . . Following the fire, however, respondents were again highly critical of the administration. The administration never did receive a high degree of support, and this was because it was viewed as incompetent. The shifts in attitude were primarily a consequence of the tactics of the student complainants.

"The unrest which provided the background for the focus of this study involved primarily two protagonists: the administration and the student complainants. Most incidents of unrest in universities are likely to take this form as long as there is a separate administrative structure. Conflict may initially emerge between students and faculty members, but appeals are likely to be made to the administration for solutions to the conflict. However, the administration, being a part of the university structure charged with main-



longer attempt to maintain a stance of value neutrality in their classrooms', and even fewer agreed with the statement that since universities have prostituted themselves to special interest groups of the larger society' it is imperative 'for them to sever relations with these groups and to serve as centers for radical criticism'. Respondents who were most likely to agree to these last two statements were those in the involved group who did not have tenure. Further, respondents from the humanities were more likely to agree to these two statements in comparison to respondents from the remaining disciplines.

"Finally, nearly half of the respondents viewed student radicalism as a potential threat to academic freedom. Far fewer respondents perceived these threats to come from the administration.

"In conclusion, the respondents in this

maintain an innovative and critical role toward society.

"For individual faculty members, these pressures have meant a dispersal of commitments. While professional rewards come from demonstrating innovativeness and competence in their disciplines, there is also the necessity to carry out their teaching roles. Even with regard to teaching, confusion exists whether it should be oriented toward utilitarian ends or toward an educational elite.

"Meanwhile most students view universities as a means for either social mobility or a setting where ideas can be pursued in depth. But universities cannot guarantee social mobility, and the conflicting role orientations of faculty members tend to reduce their effectiveness as teachers. In addition, although universities attempt to maintain their autonomy, linkages with the larger society via research enterpri-

come from an examination of the original issues under contention. Rather, it will emerge from an assessment of the strategy and tactics of the parties in opposition to each other. The key elements in winning over support appear to be demonstrations of **competence** and of **legitimacy**. An image of competence is assured if intended results are quickly attained. This, of course, is an issue of power. Legitimacy, on the other hand, is assured only if the strategy and tactics are consistent with the dominant values of the uncommitted. Each of the contenders must eventually attain an image of competence and legitimacy in order to gain maximum support. But where competence is not demonstrated, recourse can be made by appealing to the issue of legitimacy. Demonstrating that one is being victimized by the unscrupulous activities of another can marshal support through the outrage of the uncommitted. On the other hand, if competence is demonstrated but legitimacy

taining its operations, cannot possibly remain an impartial arbitrator. Thus, its eventual involvement as a key protagonist is almost invariably insured. Further, to turn to outside agencies for arbitration would, for many academic personnel, invalidate the tenets of academic autonomy and freedom. Whether or not this position is itself valid is another question, but belief in it by many academics is certainly a reality. This means that in nearly all forms of unrest within the university . . . the administration will become an actively involved party. Once that occurs, initial reactions of most faculty members will be one of ambivalence, a consequence of conflict in their orientations and loyalties".



Marilyn

Marilyn Monroe was sex symbol by silver screen appointment to a generation now in its thirties.

The Conservatory of Cinematographic Art will show why in a wet dream splurge of twenty of her pictures February 3 to 27.

Some highlights:

Billy Wilder's "Some Like It Hot," without question one of the funniest movies ever made, has Jack Lemmon and Tony Curtis on the lam disguised as members



of an all-girl band; Joseph L. Mankiewicz's "All About Eve," a highly sophisticated tale of an ambitious actress' ruthless rise to Broadway stardom (very little Marilyn but splendid Bette Davis, Anne Baxter and George Sanders performances); "The Misfits," John Huston's film of Arthur Miller's story, has Clark Gable and Montgomery Clift rounding up wild horses for dog food while entertaining Reno divorcees Marilyn and Thelma Ritter (this was Marilyn's and Clark Gable's last movie, and also features great

shots of wild horses); Huston's "The Asphalt Jungle" doesn't have much Marilyn but is a magnificently suspenseful story of a jewel heist; "Niagara," with Joseph Cotten, was a good little suspense melodrama of a backfiring murder filmed at the Falls. And to sum it all up there will be "Marilyn," a documentary with snippets from most of her work.

For masochists, a minor Marilyn called "O. Henry's Full House" will be shown in the French version; Charles Laughton's harrumph and Richard Widmark's scowl may yet bring this torn land together.

Whistle and Sir George Armenizes

A new - ology has been added to the course offerings at Sir George, Armen - to be exact.

The non-credit evening course, given entirely in Armenian, is a survey of Armenia's history and culture. It is given by sociologist Dr. K.K. Baghdjian to thirty members of Montreal's 10,000 strong Armenian community.

Jim McBride, in charge of continuing education, sees the new course as another way SGWU can respond to community needs. The course is given in conjunction with the Tekeyan Armenian Cultural Association of Montreal, who requested that their existing education program be extended to the university level.

Pregnant pause

More vacation time and longer maternity leaves are in store for SGWU employees starting this June.

Permanent staff with one year of service will now get three weeks paid vacation

Fallings-out

THE SUNDAY TIMES (LONDON), JAN. 2

It has been brought to the attention of Hutchinson & Co. (Publishers) that: on page 73 of "Theatre '71", James Fox reports that Margaret Lockwood "read for the part (in "Entertaining Mr Sloane") but didn't want her teeth coming out on stage." In fairness to Miss Lockwood, we would like to say we accept that a star of Miss Lockwood's standing does not "read for" a part, managements are only too eager to persuade her to appear in their productions and need no convincing of her ability. Secondly, we are told that Miss Lockwood rejected the part because she did not like the play; the implication that her teeth are false is unfounded and we regret any distress this may have caused.

(instead of two weeks after one year, three weeks after five). Those with ten or more years on the job get a month's vacation (the old policy was one month after fifteen years).

The new maternity leave modifications provide an additional two months, to a maximum of five months if necessary, with the University trying to place the mother in her former or equivalent position upon return to work.

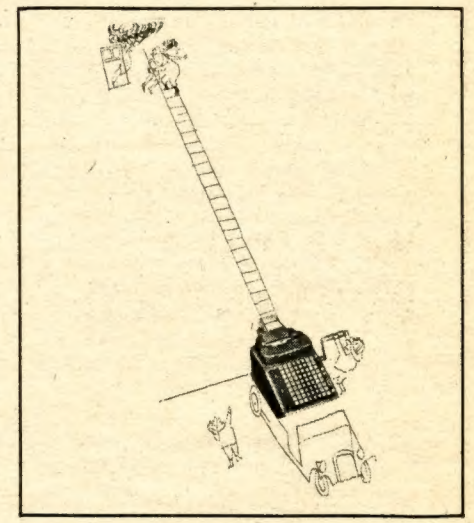
We can work it out

Problems with statistics, operations research, computer science or applied mathematics?

Relief is just a few floors away at the new Research Service Center.

The brainchild of mathematicians T.D. Dwivedi and Morton Belinsky, it provides a good cross section of academic con-

sultants to help faculty and graduate students with their research. The service is free to those who do not have grants. Ten members of faculty from Biology, Civil



Engineering, Education, Mathematics, Psychology and Quantitative Methods are the volunteer consultants.

More information from Prof. Dwivedi at 879-4257.



In '72 it's



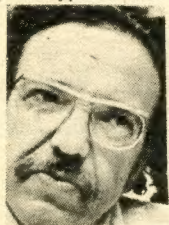
THE URBAN COALITION

adolph smith proto- types

How a tumor cell nucleus sometimes can become a "good" cell and turn into a normal frog baby.

For the past ten years, there has been a line of research so fantastic that most biologists are still wondering about its consequences.

About ten years ago, some biologists in England began to work on cell transplants. It was found possible to take a nucleus from one type of cell and put it into the



enucleated (original nucleus taken away) cells. Gurdon and associates induced renal tumors in frogs. Then they removed the nuclei of these renal tumors and transplanted them into frog eggs. These frog eggs were enucleated and activated (excited by some means so that they can start to divide). Frog eggs are able to start developing by a process known as parthenogenesis. In this process, the normal egg development which is started by a sperm cell, can be made to start by means of some stimuli such as mechanical shock, chemicals. This is known as activating the egg.

Now we all know that the development of a cell is guided by the DNA, RNA, etc. of the nucleus. So what happened to the tumor nuclei when they were put into normal cytoplasm? They started development towards a normal frog. In other words, the presence of a normal environment for the tumor nuclei caused them to turn normal. This result evoked much interest and disbelief among biologists. So in 1969, another biologist decided to try the experiment in a different manner to make the proof more certain.

He used a tumor nucleus which was triploid, that is, the nucleus contained three times the normal number of chromosomes. Then it would be possible to see if the embryos which resulted from this experiment were really due to the transplanted nuclei. He found that the embryos which developed from this experiment were triploid. This meant that all the cells in the embryo were from the transplanted nucleus. Although this experiment did not definitely prove that the triploid tadpoles came from the transplanted embryos, it was a very strong indication.

What does this mean? It means that the expression of the genetic material of the cell is influenced to a very strong degree by the environment in which the nucleus finds itself.

Philosophically, we can say that environment is the determining factor here on a cellular level just as it is on a much higher level, for example, in social behavior. We will return to this theme over and over again in this column, how events in nature seem to be repeating themselves on different levels.

Robert Carter is associate professor of Philosophy. His "Canis Lupus: Ten Poems", prepared for a forthcoming book on the wolf, have just been published in Queen's Quarterly. Herewith, a selection.

Canis Lupus

In transparent night air
We gasp at the frosty snap of each
Twig under foot, afraid that the
Air might shatter, falling like
Shimmering glass snow flakes.

The wolves walk here every night —
Do they, like gray sailboats, gliding
Silently over northern lands, use
Stars and moon to navigate,
Having learned to howl into brittle air
With piercing blasts so thin
All damage is avoided.

We come to howl with them,
To claim aloud our territory only
Long enough to make them claim theirs.
Then, man pack to wolf pack,
Our wordless ambition will be realized.

We groan poor imitations, thick sounds
Dropping at the end of breath.
The atmosphere shivers but
Not breaking, carries our
Cry miles downwind to distant darkness.

Regaining calm, the night
Gathers back from darkness a
Cacophony of sound so blended and
Taut that wolf pups' barking
Syncopates the close
Harmony of the adult pack,
Reaching us without a ripple
Except along our spines.

Silence again, our mock boundary
Conquered by the mystic tones of a
Species adapted to cold darkness,
Sufficient commentary on
The wild enlightenment gained.



Ebony Wisdom

The Raven dines on
bones gnawed nearly bare,
his feathered blackness
stark against blood
on bright snow.

Content to follow those
who kill to live,
he pursues remnants,
etching the hunters' tracks
with bird-prints, providing
a touch of delicacy.

Coming Out Party

From a den carved
swallow-like in the
sugar sandy bluff
a hesitant yet inquisitive
wolf pup emerges.

Eyes unfocused, tottering
from his nest of
warmed darkness, the
determined fur-ball
encounters a dozing guard.

Leaping in uninhibited
delight, the sun-warmed
sentinel initiates the
bewildered newcomer with
wet searching tongue.

Bounding to the occasion
the aroused pack
affirm shared parentage
with gentle fondling and
bird-pitched whining,
eliminating any question
of proper breeding.

Lone Wolf

A shooting star
fallen from its
niche in the
celestial order

Lone wolf,
packless hermit,
wandering aloof,
estranged from
social necessity
or demand

fallen star
or
proud hermit?

creature misplaced
or
chosen life-style?

Decide if you can
between hero
and heaven,
community or
eccentricity
in wolf or man.

For Children Only

Just once upon a time
as children fall asleep
dreamswept by fables
bold enough to keep an
adult awake all night . . .

Just once upon a time
could a book, or even
a single tale be written
about a noble wolf . . .

Little Red Ridinghood,
saved in the dark forest
by a kind old wolf who
chases away a wicked
woodcutter . . .

Three little pigs, getting
their pot to boil, ask a
wolf to huff and puff
on embers nearly cold . . .

A sheep in wolf's clothing
frightens an autumn hunter
about to mistake a stray
sheep for a moose . . .

From the man who brought you the cartoon, a note on taste.

Your edition of January 21st includes a report of a recent meeting of the Board of Governors and a picture intended to convey an image of a crusty, closed, high society long since past.

I find your approach in bad taste and objectionable on several counts: First, is the fact that a university-financed publication which devotes so little space to the affairs of Sir George should resort to gentle and low-keyed denunciation of decision-making bodies via the pictorial message without the compensating "other view".

Second, and most important, is the apparent reasoning behind this approach. It



is true that Issues and Events is designed as a public relations vehicle directed towards the community at large, potential freshman (sic) and, of course, the current student body.

It is fashionable today to cater to ascertained negative societal values of the younger generation in an effort to attract their interest and involvement. So Issues and Events, in its Principal's budget financed wisdom, is going to prove that Sir George is "with it" and "right on".

The results are that inappropriate images are intentionally (sic) conveyed to bolster the readership's negative opinion of an organization, in this case, the Board of Governors. This is misrepresentation inasmuch as the portrayed setting and attire of the individuals in the photo are

long-run deficit in our public relations efforts.

Wayne S. Gray
Editor - The Paper

c.c.
Mr. C.F. Carsley
Mr. Alex Duff
Dr. J. O'Brien
Mr. R.P. Firth

Letters

totally dissimilar to the actuality of the Board. The photo also erroneously and harmfully projects the idea that the Governors of this university are a crusty, out of date and a closed clique. That, gentlemen, is a gross generalization of a situation that is other than Issues and Events likes to think it is.

In a period when so many things are being so generally and indiscriminately attacked either directly or, as in the case of Issues and Events, subliminally (sic), it is curious and unwarranted for a publication of the stature and expressed purpose as Issues and Events, to denigrate the decision-making bodies of Sir George with the lack of objectivity and skill of a Yonge Street ad agency that can only create a

Jobs

Office of the Registrar
Typist/receptionist CT 3
bilingual
(minimum: 2 years' related experience)

Center for Instructional Technology
Scheduling officer CT 3
(minimum: 2 years' experience as a typist)

Secretary SC 3
(minimum: 1 year's secretarial experience)

Computer Center
Computer operator
(minimum: 1 year's experience on a large scale computer system)

Software analyst
(minimum: 1 year's experience in Compiler/ Language Development)

For further information, call the Personnel Department at 879-4373.



SGWU THIS WEEK

Photos and notices of coming events should be in by Wednesday noon for Thursday publication (basement, 2145 Mackay) or call Maryse Perraud, 879-2823.

thursday 27

WEISSMAN GALLERY & GALLERY I: Sculpture and paintings by Henry Wanton Jones, through January 28.
GALLERY II: Jonathan Fisher's photos of Mount Royal followed by graphic design students show, until Feb. 12.
CONSERVATORY OF CINEMATOGRAPHIC ART: "Bats in the Belfry" (Misa Radivojivic, 1971) (English subtitles) with Milena Dravic and Ljubisa Samardzic at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).
WORKING WOMEN'S ASSOCIATION: Informal meeting 12:30 - 2 p.m. in secretarial lounge, 7th floor, Hall Bldg.
POLITICAL SCIENCE SOCIETY: Guest speaker Robert Lemieux, 4-6 p.m. in H-937.
ARTS DAY: Full house educational extravaganza starts at 2 p.m.; free celebration in the cafeteria with April Wine, Lights & Illusions and 15¢ beer, 6-9:30 p.m.
WINTER CARNIVAL: Meeting 2:30-4 p.m. in H-937.
FRENCH 201 - SECTION TV: Cable TV's channel 9 at 7:30 and 10:30 a.m., 10:30 p.m.

friday 28

UNIVERSITY COUNCIL: Meeting at 2:30 p.m. in H-769.
ENGINEERING SOCIETY: Guest speaker Fred Knelman on "Technology in War and Peace" at 2:10 p.m. in H-620.
FACULTY CLUB: Robert Burns night with speakers Anne Stokes, Robin Burns, Gordon Cadenhead, Bernard Queenan; dinner at 7 p.m. (reservations through Cissie, 879-2842).
CONSERVATORY OF CINEMATOGRAPHIC ART: "I Have Two Mothers and Fathers" (Kreso Golik, 1968) (English subtitles) with Mia Oremovic and Relja Basic at 7 p.m.; "Handcuffs" (Kreso Papic, 1970) (English subtitles) with Fabijan Sovagovic and Aden Cejvan at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).
WINTER CARNIVAL: Meeting 7-9 p.m. in H-937.

saturday 29

CONSERVATORY OF CINEMATOGRAPHIC ART: "Bug Killers" (Milan Jilic, 1970) (English subtitles) with Zarko Dagic at 7 p.m.; "Red Wheat" (Zivojin Pavlovic, 1971) (English subtitles) with Majda Potokar and Rade Serbedzija at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).

sunday 30

CONSERVATORY OF CINEMATOGRAPHIC ART: "He Who Sings Thinks No Harm" (Kreso Golik, 1971) (English subtitles) with Mirjana Bohanec and Mali Perica at 7 p.m.; "The Crows" (Gordan Mihic/Ljubisa Kozomara, 1969) (English subtitles) with Slobodan Perovic and Milan Jelic at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).

tuesday 1

WINTER CARNIVAL: Tricycle race and scavenger hunt.
FRENCH 201 - SECTION TV: Cable TV's channel 9 at 7:30 and 10:30 a.m., 10:30 p.m.

wednesday 2

ENGLISH: Students' "Wednesday Workshop" with scenes from "Anthony and Cleopatra" and "The Alchemist" at 1 p.m. in H-635.
WINTER CARNIVAL: Car rally and Nite-out.

thursday 3

CONSERVATORY OF CINEMATOGRAPHIC ART: "The Asphalt Jungle" (John Huston, 1950) with Marilyn Monroe, Sterling Hayden and Louis Calhern at 7 p.m.;

"Love Nest" (Joseph Newman, 1951) with Marilyn Monroe, June Haver and William Lundigan at 9 p.m. in H-110; 50¢ students, 75¢ non-students (each show).
HISTORY CLUB: Guest speaker W.L. Morton, professor at Trent University, on "Quality of Nationality" 4-6 p.m. in H-920.
PHILOSOPHY CLUB: Guest speaker William Rowe, Purdue University, on "Skepticisms and beliefs about the future" 9:30 - 11:30 a.m. in H-769.
WINTER CARNIVAL: Pub crawl and folk night.
FRENCH 201 - SECTION TV: Cable TV's channel 9 at 7:30 and 10:30 a.m., 10:30 p.m.

friday 4

No day classes except labs and classes held only Friday; evening classes as usual.

PHILOSOPHY COUNCIL: Meeting at 10 a.m. in H-769.
ARTS FACULTY COUNCIL: Meeting at 2 p.m. in H-769.
SGWAUT: Meeting 11:45 a.m. to 1:45 p.m. in H-769-2.
E.S.A.: "Bullit" with Steve McQueen at 8 p.m. in H-110; 99¢.
SOCIOLOGY & ANTHROPOLOGY: Seminar on Afro-American culture with John Szwed, director of the Center of Urban Ethnography, U of Pennsylvania; Christopher Lasch, history prof at Rochester; Ivor Wilks, director of the Center for African Studies Northwestern; Dennis Forsythe and Norman Cook.
WINTER CARNIVAL: Day up north.

ISSUES & EVENTS

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